

115 x 00 c 770 A 1608/4987
DISSERTATION

Upon the USEFULNESS of
TRANSLATIONS

O F

Classick Authors,

B O T H

LITERAL *and* FREE,

For the Easy Expeditious Attainment of the

Latin Tongue,

Being an Extract from the *Essay upon Education*,
and other Books, published by Mr. CLARKE,
late School-Master of *Hull*, now living in *Gloucester*;
but very much enlarged with further
Thoughts upon the Subject, humbly offered to
the Consideration of the Learned, in order to a
Reformation of the vulgar Method of proceeding
in Grammar-Schools, as to that important
Article of Education, the Teaching of the *Latin*
TONGUE.

Printed in the YEAR M.DCC.XXXIV.

F5 Clarke
115

1608/4987





A
DISSERTATION
Upon the USEFULNESS of
TRANSLATIONS
OF
Classick Authors,
Both *Literal* and *Free*,
For the Easy Expeditious Attainment of the
LATIN TONGUE.

WHOEVER duly considers the vulgar management of Youth in our Grammar-Schools, will see cause to wonder, that amidst the noble endeavours for the advancement of learning, a right Method of Education has been in a manner wholly overlook'd. Whilst the Great Men in the common-wealth of Letters have been busily and successfully employ'd, in improving and carrying on the several Arts and Sciences, they have neglected what was equally necessary, the Care of Youth. For had but this been as duly attended, as the Im-
A 2 portance

portance of the Matter required, their Labours would have been of vastly more Use to the World. Grammars and Notes upon Authors we have in Abundance indeed, and more by far than are good for any thing; yet these where they are useful, are only so to such as have made a considerable Progress in the Latin Tongue. But Beginners have been left wholly without any proper Helps, till of late some few have been provided for them, by one engaged in the laborious and troublesome Employment of teaching School, who consequently had both less Time, and less Ease of Mind for that Work, than many others better qualified to promote a rational Method of Education amongst us, had they been pleased to turn their Thoughts upon the Subject, and push the Matter, by supplying our Schools with proper Books for the Purpose. But the Learned, it seems, have thought Things of this Kind below their Notice. There was more Credit and Fame to be got by writing for Men than Children, and therefore the latter have been strangely neglected.

As the Course of Life I was several Years engaged in, obliged me to turn my Thoughts this Way, I have long since published my Sentiments upon the Subject, in a Treatise under the Title of an *Essay upon the Education of Youth in Grammar-Schools*. What I have there said, and elsewhere, upon the Usefulness of Translations for the easy expeditious Attainment of the Latin Tongue, I have thought fit to draw together under one View, but much enlarged with further Thoughts upon the Subject, in order to turn more effectually the Attention of the Publick upon a Matter of such great and general Concern.

TRANSLATIONS are of two Kinds, or there are two Ways of translating Authors for the Use of Schools, the one *Literal* or *Verbal*, in which the Latin is rendered into English Word for Word, or the Sense and Meaning of every Word in the Original is given in the Translation; the other *Free* and *Proper*, wherein Regard is only had to the Sense, which the Translator endeavours to express in the most just and handsome Manner, without pretending to give the precise Meaning of every individual Word, as in the *Literal* or *Verbal* Way. Now both these Sorts of Translations are so so highly and apparently useful, for the ready Attainment of the Latin Tongue, that it is really amazing the World should not long since have been sensible of it; and it is yet more amazing, that after so much has been said upon the Subject, and Translations too of several Authors provided for the



the Use of Schools, to which no Exception has been taken; as ill done, that ever I could hear; yet a great many of our Masters should shew so strong an Aversion to what is so manifestly calculated for their Ease, at the same Time it is fitted for the greater Improvement of Youth under their Care. In order to open the Eyes of such, if possible, upon a Matter so much for their Quiet, Interest, and Credit, I have thought fit to present them with this Dissertation *gratis*. Now I shall speak distinctly to the Usefulness of TRANSLATIONS, both *Literal* and *Free*. And first of the *Literal*.

WHEN Boys set forward in the reading of Authors, there are but three several Ways for them to proceed in. 1. By the Help of a Master to construe their Lessons to them. 2. By the Help of a Dictionary. Or, 3. By that of *Literal* Translations.

I. As to the first, our Schools are very few of them provided with any more than two Masters; in which Case it is impossible for a Man that has three or four Classes to take care of, to give that Attendance to them all, in the Way of construing their Lessons to them, as to keep them employed a third Part of the Time they have to spend in the School. For it is not sufficient for a Master to construe Boys a Lesson once over from Beginning to End, in a Hurry (as is usual, I believe) and so clear his Hands of them, in Expectation that should serve the Turn, by keeping them properly employed, and he be no more troubled with them for his Assistance upon that Lesson. Alas! this will signify just nothing at all. If he would assist them to any Purpose, he must go over each Period of a Lesson distinctly and slowly by itself, more than once; and then try the Boys in it one after another, helping them out, where he finds them falter, or at a stand; and not advancing further, 'till the slowest of them are pretty perfect in what they are upon, But then whilst he is thus engaged with one Class, the rest for want of Help, will have little or nothing to do, but gape and stare about them, if they be not worse employed. Besides, this is such a Piece of Drudgery, as few Masters, I believe, will have any great Stomach to. For where the Use of Translations is rejected, and the Master's Lungs are to supply the Want of them, he in regard to his own Ease, and to save his Breath, is apt to make very short Work of it, by setting the Boys but very little Lessons, not a third, or not a fourth Part of what they might easily get, and to greater Perfection, by the Help of a *Literal* Translation, without giving him any
 Trouble

Trouble at all. Two Thirds then of their Time at least must be spent in sauntering, or trifling; and therefore this Way of proceeding will not answer the Design proposed, or produce the desired Effect, the speedy Progress of Youth in their Business.

I may add too, that perhaps not very many Masters are qualified to furnish their Scholars, in construing their Lessons to them, with Words so fit and proper for their Purpose, as Literal Translations will, done by a Person qualified with a competent Skill in the Language for the Work. If any one wants to be convinced of this, let him make a Trial upon some of the Classick Authors already published with Literal Translations, *Justin* or *Florus* for Instance, by translating three or four Chapters together, and comparing what he does with what is already done, and I doubt not, but he will receive ample Satisfaction of the Truth of what I have said. For tho' he may find his Performance to have the Advantage upon the Comparison, yet he will certainly find it cost him some Thought and Trouble here and there, to work it up to that Perfection. For the Latin Idiom differs so widely from the English, that it is no such easy Business, as some may perhaps imagine, to translate the Classicks literally, and at the same Time with tolerable Justness and Propriety of Language, so as the English may bear a Reading, without appearing absolutely barbarous and ridiculous. It was this Difficulty of the Work, I guess, which deterred those whose proper Business it was, from attempting it, and so has been the principal, if not the sole Occasion, that our Schools have not been long since provided with that admirable and obvious Help of Literal Translations, so obviously such, that many could not but be sensible of it, who yet being deterred by the Difficulty of the Undertaking, and the Fear of Censure, would not engage in the Task of supplying our Schools with any thing in that Way. Now if this be the Case, if it be no such easy Matter to translate the Classick Authors literally, with any tolerable Justness or Propriety of Language, must it not be a vast Advantage to many School-Masters, to be delivered from the Vexation of hunting for proper Words, and oftentimes to no purpose, by being provided with good Translations, just and exact in their Kind? In short, I shall be bold to say, that not only Boys, but Masters themselves may many of them receive great Improvement in their Business from Literal Translations of Classick Authors.

II. As to the Use of a Dictionary. That Way is yet more improper than the former. Young Boys are but very awkward at finding Words in a Dictionary, which Work will consequently make a sad Consumption of their Time, a single Word requiring as much as will suffice them for the getting two or three Lines perfectly to construe by the Help of a Literal Translation. And then what a tedious while must they be in getting so many Lines to construe by the Use of a Dictionary, where they may have Occasion, as must often happen, to look out half a Dozen Words or more for that Purpose? Does not the Absurdity of such a Method of Proceeding stare the Reader in the Face? And how can Gentlemen be easy in having their Sons carried on in a Way so manifestly trifling? Which will appear yet more so, when it is considered, that young Boys can indeed make but little Use of a Dictionary, for want of Sense to distinguish, amongst the various Significations many Words have, such as are proper for their Purpose; not to say too, that the best Dictionaries will in this Case frequently fail them. But suppose all this was otherwise, yet by what Kind of Conjururation must young Lads, betwixt Ten and Fourteen, unravel that perplexed Order of Words in the Latin Tongue? This they can never do, give them what Instructions you will for it, 'till they come to have a pretty general Knowledge of Words; so as that upon reading a Sentence once or twice slowly and attentively over, they either discover the Sense, or come pretty near it. That alone, and not any Directions you can give Boys so young, will enable them to unravel the intricate Order Words usually have in the Latin Tongue. Now Literal Translations direct them immediately to the Order, in which Words are to be taken, and at the same Time immediately supply them with the Meaning of such Words as they want to know the Meaning of. All that has been said upon this Head, appears to me so very evident and incontestable, that for my Part I see not how it can be disputed by any one.

III. THERE is then no other proper Help left for young Lads in the reading of Authors, for the first three or four Years at least of their being at School, but that of *Literal Translations*. If Boys who cannot conjure to come at the Meaning of Words, must be helped to the Meaning of them some Way or other, is not the most easy expeditious Way the best? And supposing a Master could assist them to keep them constantly employed (which every one must see to be
utterly

utterly impossible) or supposing they might make a hard Shift to do their Business in a poor blundering Manner by a Dictionary (which is the utmost any one of the least Knowledge in these Matters can suppose) yet what Occasion can there be for either? when it is to the last Degree visible, their Business may be more easily and effectually done by the Help of Literal Translations. Is it not vastly more eligible for a Boy, when he is at a stand for want of the proper Order or Meaning of Words, to be set a going immediately by one single Cast of his Eye, than to be obliged to spend Time in tumbling and tossing the Leaves of a Dictionary backward and forward, or trotting perpetually up and down the School to the Master or his Schoolfellows for their Help? Is it not as absurd to deny this, as it would be to affirm that the best Way for a Work-man to go on easily and expeditiously with a Piece of Work, is not to have his Tools and Implements in the Shop or Work-house about him, all ready at hand, but to have them all to seek, some in the Kitchen, others in the Garret, others in the Yard, or the furthest Part of the Town; to be all carefully hid again every Night, that he may be sure to have them all to seek again the next Day when he wants them? Just like this is the common Way of proceeding in our Schools, where the Use of Literal Translations is rejected. Help of the best Kind is provided for Boys, by virtue whereof they may proceed easily, chearfully, and expeditiously, in their Business; and yet a great many Masters will not let them make use of it, but instead thereof, will oblige the poor Children to waste two Thirds at least of their Time in Sauntering and Play, or thumbing the Leaves of a Dictionary to Pieces, for the Benefit of the Book-sellers, who alone reap any Benefit from this Piece of Wisdom, whilst the poor Boys only lose their Time, and the Parents their Money by it.

BUT perhaps it may be alledged (for some I have known weak enough to make the Allegation) ' That the getting ' their Lessons by a Dictionary fixes the Meaning of Words ' better in the Memory of Boys than the Use of Translations.' To which I answer, supposing it practicable for young Boys to get their Lessons by the Help of a Dictionary, which I have shewn it is not, yet does the tossing over the Leaves of a Dictionary to find a Word, contribute to fix the Meaning of it, when found, in the Memory? If so, the longer Boys are in finding a Word, that is, the longer they are e'er they come at the Sense of a Word, the better they

they will remember it. Which is as much as to say, that the less Business they do, the greater Progress they will make; which I fear is too ridiculous to pass with any body. The turning over the Leaves of a Dictionary, 'tis evident, can signify no more to the Purpose, than the tossing of a Ball, or the knocking down of Nine-Pins. What is it then that is of Use for fixing the Meaning of a Word in the Memory? 'Tis plainly nothing but seeing it in the Dictionary, and repeating it over and over again. And is there any thing of Charm in the Name of a Dictionary, that the seeing the Meaning of a Word in a Translation running in a Column along with the Original, joined with the like Repetition of it, should not produce the same Effect, and conduce as much to fix it in the Memory? The reading a Word three or four Times over in a Dictionary, you say, will make a strong Impression upon the Mind. Will not reading the same Word as often over in any other Book, under any other Denomination, produce the like Impression? If not, it must be because the Leaf of a Dictionary, as such, has some strange bewitching Virtue in it, a Power of operating upon the Mind, and affecting it, which the Leaf of no other Book can possibly have.—*Risum teneatis.*

I HAVE likewise heard it alledged, 'That the Use of Translations will make Boys idle;' an Allegation more ridiculous, if possible, than the former. As Boys Business is by the Use of Translations rendered vastly more easy to them, if their Task or Lesson is increased in Proportion, as it ought to be, how is there any Encouragement given, or Allowance made, for Idleness? Translations are designed to assist Boys in getting their Lessons only, not in saving them to the Master. In this latter Case the Translations are to be under close Cover, that by the Manner of the Boys acquitting themselves, the Master may have Proof of their Diligence, or the contrary. And if the same Methods are taken to encourage Industry, and discourage Idleness, where Boys are helped by a Translation, as where they have the Help of a Master, or are left to the Use of a Dictionary, why should they not have the same Effect? If Sugar-Plumbs, Fruit, Play-things, or Half-pence, will make Boys attend diligently to the Instructions of a Master, or thrum their Dictionary heartily, will they not operate as strongly to make Boys diligent in the Use of a Translation? Or, if Correction be necessary, why should it not work up a Lad to Industry, as well where he has the Assistance of a Translation, as where

he has not? Will a Translation make him thicker skinned, or less sensible of Pain? *Orem ridiculam, Cato, et joculam!* It is therefore a very senseless Thing to pretend, that Translations will make Boys idle. One Way to encourage them to Industry is, to make their Business easy and pleasant to them; which Translations certainly do: And therefore are a visible Means, not to make them idle but industrious. Whereas in the vulgar Method of our Schools, Boys find it impracticable to do their Business to Content, and so are oftentimes rendered desperately idle, as being convinced by frequent and woful Experience, that no Pains, no Industry they can use, will avail to secure them effectually from the Lash.

THESE Objections against the Use of Translations have not however hindered, but that Translations have been thought so necessary for the easy and speedy Attainment of the Greek Tongue; that for above these hundred and fifty Years last past, no Authors in that Language have been publish'd without them. This might, one would think, have naturally led the World to the Pursuit of the same Method, at least with the easier Authors of the Latin Tongue for the Use of Schools. For must it not needs appear to any considerate Man a little unaccountable, that Translations should be thought useful and necessary for Men or elder Boys, in order to their more easy and speedy Progress in the Greek Tongue, but neither necessary nor useful for younger Boys, in the Attainment of the Latin? Is it agreeable to Reason or common Sense, to suppose a Boy of sixteen or seventeen Years of Age stands in need of a Translation, to assist him in reading of Greek, but that a Boy of ten or twelve may do his Business in the Latin Tongue easily and expeditiously enough without any such Help? Has a Child of that Age more Sense for the consulting and using a Latin Dictionary, than he has for making use of a Greek Lexicon, when he is arrived almost at the Years of Manhood? And what sorry Work would Boys make of it, if upon entering the Greek Testament, they should be denied the Use of a Latin Testament, to help them in getting their Lessons, and be obliged to pick the Meaning of their Words out of a Lexicon? Every body can see the Absurdity of such a Manner of proceeding in this Instance, and would be forward enough to cry out against any Master that should be guilty of it. And yet the like Absurdity committed in the teaching of the Latin Tongue goes glibly down, and passes for the most proper Way of proceeding. Now what is it that disposes Men to make

make so wide a Difference, where there is none at all in the Nature of Things? Nothing but Custom, the great Rule that most Men usually go by in the most important Affairs of Life, without consulting their Reason at all. Very few have the noble Freedom of Mind to examine Things strictly and impartially, in order to make the Result of such Examination the Rule of their Conduct. The Generality chuse to save themselves that Trouble, by going with the Herd, *qua itur, non qua eundum est*, as a Great Man amongst the Antients words himself upon Occasion of making the same Remark, if my Memory fails me not.

As for the Hebrew Tongue, to facilitate the learning of that, *Arias Montanus* long since published the Hebrew Bible with an interlineary Version, for which, I doubt not, such as apply themselves to the Study of the Hebrew Language, are thankful to his Memory; at least they have a great deal of Reason, I am sure, having received myself a great deal of Benefit from the Use of it in learning that Language. And *Mr. Locke* was so sensible of the vast Help to be had from Literal Translations, that he did not think it below him to publish *Æsop's Fables* in the same Form as *Montanus* did the Hebrew Bible, with an interlineary Version. I grant indeed that Way of publishing Authors with the Translation so intermixed with the Original, is not proper for Schools. But however what those two Gentlemen did in that Way, shews sufficiently their Opinion of the Usefulness of Literal Translations. And the latter, *Mr. Locke*, thought so well of them, that he declares in his *Book of Education*, Mothers may by the Help of them teach their Sons the Latin Tongue themselves, if they please. *Whatever Stir*, says he, *there is made about getting of Latin, his (a young Gentleman's) Mother may teach it him herself, if she will but spend two or three Hours in a Day with him, and make him read the Evangelists in Latin to her. For she need but buy a Latin Testament, and having got some body to mark the last Syllable but one, in Words of above two Syllables (which is enough to regulate her Pronunciation) read daily in the Gospels, and then let her avoid understanding them in Latin, if she can. And when she understands the Evangelists in Latin, let her in the same Manner read Æsop's Fables, and so proceed on to Eutropius, Justin, and other such Books. I do not mention this as an Imagination of what I fancy may do, but as of a Thing I have known done, and the Latin Tongue with Ease got this Way.*

To

To conclude, the Use of *Literal Translations* has no Difficulty in it, employs nothing but Memory. The Boys have proper Words all ready at hand, without the tedious and oftentimes fruitless Labour of hunting and poring in a Dictionary; or that of troubling their Master or School-fellows for them; and so go smoothly forward, without any Rubs in their Way, or Loss of Time, and with a great deal of Satisfaction to find their Business so very easy. And I shall venture to say, what I believe few Men of Sense, that will but duly consider what has been said above, will gainsay, That a Boy by the Help of *Literal Translations* would make a better Progress in the Language in one Year, than without them he could do in three or four.

NOR are *Literal Translations* of Latin Authors useful only for the lower Forms of a School, but likewise for the higher, or such as can read them pretty well, without any such Help, as well to bring them to a more compleat Acquaintance with them, in the most expeditious Manner, as likewise to a Readiness in the writing and speaking of proper Latin, by reading the Translation into the original Latin of the Author. Constant Conversation in Latin with such as talk it well, would indeed be of great Use for that Purpose. But then very little can be done in that way at School. For to confine Boys to the talking of Latin amongst themselves, before they have attained any tolerable Skill in the Language, is absurd, and a Means to prevent their ever speaking or writing it well. If Boys are to be so confined, they ought to be constantly attended by a good Master, to help them out upon all Occasions, by furnishing them with proper Language. But this is manifestly impracticable, where there are but two Masters in a School, or, as is oftentimes the Case, but one. A ready and proper Use of the Latin Tongue is a Matter of very great Difficulty, and never to be attained by Boys talking barbarously amongst themselves; if it is at all attainable at School. For my Part I never yet knew so much as one Instance of its being attained there, in any School that has come within the Reach of my Observation, or indeed any thing like it. Nay I have talked with very ingenious Men, and good Judges in the Case, because Persons of considerable Experience in that Way, who looked upon the bringing Boys at School to any thing of a true and genuine Latin Style wholly impracticable. Now, tho' I will not affirm this, yet I must be allow'd to say, it is a Matter of very great Difficulty, inasmuch that I greatly question whether any Method

thod that can be taken with them will be found generally successful, in any reasonable Time, besides this I here recommend. All the Grammar indeed necessary for the Purpose, may easily be taught them : But when that is done, the Main of the Difficulty is still behind, as every one must be sensible that knows much of the Latin Tongue. A ready Use of proper Terms, and of proper Phrases, or Forms of Expression upon all Occasions, seems hardly attainable in any reasonable Time, or the longest Term of the Continuance of Boys at Grammar-Schools, but in the Method I propose. This, I say, will be the most ready expeditious Method that can be taken, at School however, to furnish the Mind with a Plenty of Words, and a Variety of Phrases and Expressions for the same Sense, and that without any Danger of Error, which the Use of Dictionaries and Phrase-books would be attended with. For none indeed can receive any great Benefit from them for that Purpose, but such as are good Judges in the Latin Tongue, and well acquainted with the Idiom thereof already.

LITERAL Translations Boys are to begin with, and after they have gone through four or five Authors, in the Method of reading such Translations into the very original Latin of the Authors, they are to be advanced to *free and elegant Translations*. Two or three of the finest Classick Historians, with *Terence*, and some of the Epistles, and other Pieces of *Tully*, published with such Translations, would, in Conjunction with the Classick Historians I have already published with *Literal Translations*, be sufficient for the Purpose of attaining a ready Use of a good Latin Stile, perhaps equal to Conversation itself, if not preferable to it, at least in one Respect more advantageous, by furnishing the *Tyro* with better Latin for his English, as oft as he wants it, than any, even the greatest Masters of the Latin Tongue, could help him to, in the Way of Conversation. For the great Advantage of constant Conversation for the Attainment of any Language, lies in the perpetual Exercise of the Invention, in what a Man says himself, and the like perpetual Assistance given to his Invention, in the constant Suggestion of proper Language by those he converses with. Now both these Advantages are to be had from the Method of Proceeding here advised, and the latter of them to a greater Degree of Perfection, than can be had in the Way of Conversation. For in conversing to attain the Use of a Language, the Learner employs his Invention to express his Thoughts properly ; he hunts and casts
about

about continually for Words and Phrases that may suit his Design. If he delivers himself improperly, or stammers for want of Language, those he converses with correct his Improperities, and help him to what is proper, which he carefully attends to, and repeats, it may be, two or three Times to himself, to make it stick by him, against another Occasion. Just so too in attempting to read a Translation into Latin, the Learner stretches his Invention, and studies for proper Words and Phraseology, viz. that of the Original, which he has perused carefully over, comparing it Period by Period with the Translation to prepare him for the Work he is upon. If he cannot satisfy himself therein, or is at a Stop, one single Cast of his Eye upon the Latin Column informs him in what he wants, which he reads with close Attention over and over, in order to remember it against a repeated Perusal of the Paragraph or Chapter. Thus the Invention is as much exercised and assisted in this Way of using Translations, as in Conversation; in which Exercise and Assistance given to the Invention lies the whole Advantage of Conversation for the attaining of a Language. Nay, the Invention is more substantially assisted in the former Case. For the Classick Authors were Men of the most eminent Parts, who writ in their native Language, writ at Leisure and upon Deliberation, reviewed and corrected their Works, over and over, thereby reducing them to such an Accuracy and Exactness, as no modern Talker of Latin must pretend to in any Extempore Effusion, or the Swiftneſs and Hurry of Conversation. So that I think, I need not scruple to pronounce, that the Way of using Translations for the attaining to speak Latin, which I here advise, is even preferable to the best Conversation that is to be had in that Language.

BUT *Literal Translations* of Latin Authors are not only very useful for Boys at School, but Men too, especially such as having got a pretty good Insight into the Latin Tongue at School, but through Disuse forgot it in a great Measure, are desirous to recover it: Which may be done with a great deal of Ease, by the Help of such Books as I have already published, viz. *Cordery, Erasmus, Eutropius, Florus, C. Nepos, Justin, Suetonius, Introduction to the making of Latin, a new Grammar of the Latin Tongue.* By the Help, I say, of these already published, and some few more of the Classick Authors I propose to publish, partly with Literal, and partly with free and proper Translations, like that of my *Suetonius*, which is the only one I have yet published in that Way,

Way, by an Examination of which Gentlemen may judge, what they are to expect from me in a *Translation of Sallust*, which I have by me ready for the Press, and hope to publish upon a neat Letter and fine Paper, before *May* next. One Hour or two employed in reading *Classick Authors* with such *Translations*, every Day, for a Year together, will bring such Gentlemen as are ignorant of the Latin Tongue, to read *Prose* with Ease and Pleasure; after which the Poets will not be difficult for them to understand, by the Help of such Notes as they are published with, especially when the Way shall be paved for them, by a *Literal Translation of Ovid's Metamorphoses*, which I have ready for the Press, and design to publish with all convenient Speed. So that I am not wholly without Hopes, I may by the Books I have publish'd, to facilitate the Learning of the Latin Tongue, done a Piece of acceptable Service to such Gentlemen, as are desirous of regaining or improving the Skill they had acquired at School. Few grown People will ever have the Patience to hammer out such a Language as the Latin, by the Help of a Dictionary. That would require more Time than any one in a Thousand can or will spare. But in this Way of Proceeding, the regaining, or improving in, the Latin Tongue, will but be a new Kind of Diversion, which the World has hitherto been unacquainted with. The Time Gentlemen need to employ that Way, is less than those who are the most taken up with Business, usually spend upon their Pleasures.

I PROCEED now to treat of *Free and Proper Translations*, wherein a large Liberty is taken of departing from the Letter of the Latin, in order to make the most handsome proper English. Now the great Usefulness of *Classick Authors* published with such *Translations* is so very apparent, that I wonder no body has attempted any thing of this Kind before me. English *Translations* indeed of many of them have been published by themselves, as being designed, I suppose, purely for the Use of such as are ignorant of the Latin Tongue, by presenting them, for their Information or Amusement, with that in English, which they could not come at in the Original, without any further View or Intention at all. But then such *Translations* may be of the greatest Use for other important Purposes, upon account of which it is highly convenient to have them published along with the Originals. As.

CLASSICK Authors so published will be vastly serviceable for the easy and speed Improvement of such as having no great

great Acquaintance with the Latin Tongue, are desirous of attaining a competent Skill therein, so as to read Authors of all Sorts easily and familiarly. I do not say that Translations, wherein a good deal of Freedom is taken of departing from the Letter or Words of the Original, are at all for the Purpose of such as have but little or no Knowledge of the Latin Tongue, to begin with, in order to their learning of that Language. No. Such ought in the first Place to make Use of Literal Translations, 'till they have got a pretty general Acquaintance with Words; after which they may proceed to such as are Free and Proper, by the Help whereof they will read an Author substantially over in a fourth Part of the Time they could do without, to speak within Compass.

II. THE publishing of Classick Authors with proper and handsome Translations, will be very convenient for those that are desirous to attain a Faculty of writing and speaking Latin with Propriety and Readiness. The Way will be to read the Original, and Translation together, 'till they can readily render the latter into the Words of the original Latin precisely and exactly. The being thus accustomed to see the Idiom of the two Languages go constantly together, joined with continual Efforts for rendering the one by the other, will make the Idiom of the Latin Tongue almost as familiar to to the Mind as that of the English. And I shall be bold to say, that this is far beyond every Thing else that can be done, at School however, for the easy and ready Attainment of a good Latin Stile. But upon this Point I have enlarged sufficiently above.]

III. ANOTHER Use that may be made of Classick Authors so published, is for the easy quick Attainment of a good English Stile. And the Way thereto is here again for a Person to compare the Original and Translation together, 'till he is able to render the Latin Text very readily into the precise Words of the Translation. What woful Stuff do Boys at School, for want of this Help, usually render the Classick Authors into, in the construing of their Lessons? By which we may easily account for what some have observed (Mr. Locke and the *Spesator*, if my Memory fail me not) that Men educated to Letters, who have threshed hard at Latin for nine or ten Years together, are oftentimes very deficient in their own Language: And no wonder. For how should those who have for so many Years together at School, been so much inured to vile barbarous Language, be able to deliver themselves in much better, with any great Ease or Readiness

dinefs. It is Use makes Perfectness in every Thing Mankind have Occasion to learn in order to practice. And therefore it is not to be expected, that our Youth, after they have run through the Course of a Grammar-School, should have any Talent at the writing or speaking handsome English, with any Ease or Fluency, if they have never been used to any thing of that Kind there, but instead thereof, have had the Relish of their Minds vitiated, by a perpetual run of improper barbarous Language, or meer Gibberish. But in the Way of Proceeding here advised to, the Case is the reverse. The Invention's being so constantly exercised in Search of proper handsome Language, and withal as constantly assisted in the most substantial Manner, and presently set a going again, in case of any Stop or Difficulty, must needs render such Language very familiar to the Mind, and make it occur upon all Occasions of Writing or Speaking, with great Ease and Readiness. In short, I say, this way of using free and proper Translations of Classick Authors, is so apparently of the greatest and most excellent Use, for the Purpose of writing and speaking good English, with Ease and Fluency, that, in my Opinion, the Matter can admit of no Dispute amongst Persons of any Sense or Consideration at all.

THE several Uses above-mentioned to be made of Classick Authors, published together with handsome elegant Translations, shew of what prodigious Advantage it would be to our Grammar-Schools, to have some of the choicest among them so published. Half a Dozen such thrown into our Schools, and used there as they should be, would certainly work a wonderful Effect, such as would soon be very visible all the Nation over, by a much greater and quicker Improvement of Youth in both the Languages of Latin and English together. Now the Way of exercising Boys in Classicks so published, would be, to make them get three or four Lessons in the Original to read exactly into the Translation; and when that is done, to make them go the same Lessons over again, and get the Translation to read as exactly back again, into the Original Latin. This (I say it again, and desire the Reader would take Notice of it) will, in my Opinion, be the most effectual expeditious Method to bring Youth to an easy elegant Use of both Languages, that can possibly be taken with them.

FROM the whole of what has been said upon this Subject of Translations, I shall venture to draw this Conclusion, that a Man of but a very moderate Skill in the Latin Tongue,

may acquit himself in the teaching of it, by the Help of Translations, with much greater Success, than the most able Critick in the Language can do without. I have had as much Experience in the Business of Education, as most Men that have engaged in it. I have taught in the common Method, and in my own, so far as it was practicable (for we are yet far from having all the Classics published with Translations, that are necessary for the Assistance of our Youth at School, to say nothing of other Helps that are wanting) I add too, that I have thought as much upon the Subject of Education, as perhaps any Man whatever; and I do pretend to say, that in the common Method of Education, where the Use of Literal Translations is disallowed, Youth must thereby alone suffer a Loss of at least two Years Time, upon a moderate Computation. So that take two Boys of equal Age and Capacity, and let one start two Years before the other, in the reading of Authors, according to the vulgar Way of Proceeding, and I will be answerable for it, that the latter shall, by the help of Translations, at the End of the third Year, clearly out-do the former, that had so much the Start of him. Now if this be so, as I am pretty sure of it, here is two Years Time quite lost; to which if we add two Years more, Boys lose by trifling in Lily's Grammar, which I am sure is but a reasonable Supposition, here is a Loss of no less than four Years of the properest Time in human Life for the learning of Languages, to be charged to the Account of the usual Management of Youth in Grammar-Schools, with Respect to those two Articles alone, the rejecting of proper Helps for reading the easier Authors, and the use of an ill-contrived Grammar in Latin.

Now if this Time was to be saved, by receiving into our Schools a competent Number of the Classics with Literal Translations, and the Use of a compendious Methodical Grammar in English; and the other Faults in the vulgar Way of teaching, which I have taken Notice of in my *Essay upon Education*, were reformed, and other Helps provided for Schools, which I have there directed to, what a prodigious Advantage would it be to the Youth of the Nation? How finely might such as are naturally qualified to make Scholars (for all are not so) go furnished to an University, by the Age of eighteen or nineteen Years? which is as soon, I think, as Youth ought to be sent thither, let their Parts be what they will. They would not only acquire a much greater Acquaintance with the Languages and Antiquities of
anci-

ancient Greece and Rome, than they now usually do in the best Schools, but go off prettily accomplished in their own Language, with a competent Skill in History and Geography, both Ancient and Modern, the Use of the Globes, Chronology, &c. What a Noble Foundation would thus be laid for Academical Studies? And if this be so, the Matter may well deserve the most serious Consideration of all sober worthy Gentlemen, concerned for the Good of their own Children, and that of their native Country together.

I HAVE now done with this important Article of Education, and I hope, done enough to satisfy any reasonable unprejudiced Reader, of the Necessity for a further Reformation of the vulgar Method of Proceeding in our Schools, as to this Particular. I flatter myself, that what has been said, carries so much Light and Evidence along with it, that very little, if any thing at all, can be said against it, with any Appearance of Reason. And if so, it were much to be wished, our School-Masters, who still stand out against a Thing so plainly for their own Ease and Interest, as well as the Good of the Publick, would take the Matter under their most serious Consideration. But whilst Prejudice, or a supine Neglect of Information in some, and a haughty Disdain in others to receive any Instructions, or accept of any Helps, from one they conceive perhaps to be much below them, keep so many of our Masters up to old Forms, the Youth of the Kingdom suffer miserably by it in their Education. And therefore it were further to be wished, that Gentlemen who are convinced of the reasonableness of what I have been pleading for, would be pleased to add the Weight of their Authority to my poor Endeavours, and discountenance by their Resentment, the Practice of such Absurdity upon their Sons, as still generally prevails in the Education of Youth in Grammar-Schools. But after all, if any School-Masters or others, upon the Perusal of what has been said above, remain dissatisfied, and still think the old Way of going to work preferable to what I here advise, I wish they would be so kind as communicate to the Publick their Sentiments upon the Matter, by a full and particular Answer to this Paper. If they write in any thing of a plausible and civil Manner, they shall receive as civil an Answer. But if after so fair an Invitation, nothing shall appear in Vindication of the common Method, the World, I suppose, will easily guess the Reason of it; and those who follow that Method, may do well to take Notice thereof, and reflect well upon it. All I shall add is,
that

that such Gentlemen as like the Sentiments delivered in this Dissertation, may, I humbly presume to hope, find many more equally agreeable to them, upon all the Branches of Education, in my *Essay* upon the Subject, as likewise upon all the Branches of Literature, in a Book I published some Time ago, under the Title of, *An Essay upon Study, wherein Directions are given for the due Conduct thereof, and the Collection of a Library proper for the Purpose, consisting of the choicest Books in all the several Parts of Learning.*

Gloucester,
Jan. 16, 1733-4.

JOHN CLARKE.



